DOCUMENT RESUME

ED 159 650 CS 004 400

TITLE Reading Instruction: Remedial and Compensatory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," May through July 1978 (Vol. 38 No. 11 through Vol. 39 No. 1).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 11p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Advance Organizers; Annotated Bibliographies; Black Students; *Doctoral Theses; Elementary Secondary Education; Family Role; Linguistics; Parent Participation; Performance Factors; Phonics; Psycholinguistics; Reading Comprehension; Reading Difficulty; *Reading Instruction; Reading Programs; *Reading Research; Reading Skills; Recall (Psychological); Remedial Reading; Self Concept; Teacher Attitudes; Visual Stimuli

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: the effects of a funded program on the attainment of reading and mathematics performance objectives by kindergarten children; a comparison of the reading success of Title I fourth grade students with students from two schools not in the program; the effect of phonics training on the transfer skills taught by a linguistic approach to reading instruction; effects of skills training and group guidance on reading and self-concept of children with learning difficulties; the expectations of black and white female teachers toward black primary students, and the effects of these expectations on the students' reading scores; using nonsense words as a means of aiding poor readers in the discovery of sound-symbol correspondence; a psycholinguistic evaluation of assisted reading as a remedial reading technique in high school; the effects of the home environment on reading; the effects of advance organizers and vocabulary on sixth grade reading comprehension; a parent tutoring program to increase reading enjoyment, oral reading, and comprehension skills; and the use of visual imagery to facilitate recall with learning disabled students. (MAI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159650

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Reading Instruction: Remedial and Compensatory:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, May through July 1978 (Vol. 38 No. 11 through Vol. 39 No. 1)

Compiled by the Staff of

The ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS004400

The dissertation titles contained here are published
with permission of the University Microfilms International,
publishers of Dissertation Abstracts International
(copyright © 1978 by University Microfilms International),
and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Author, Geraldine Janet

EFFECT OF MICHIGAN FUNDED CHAPTER 3 PROGRAM UPON ATTAINMENT OF READING AND MATHEMATICS PERFORMANCE OBJECTIVES BY KINDERGARTEN CHILDREN IN A MICHIGAN SCHOOL DISTRICT

Behrens, Ernest John

THE COMPARATIVE SUCCESS OF TITLE I FOURTH GRADE PUPILS AS MEASURED BY STUDENT GAINS IN READING IN THE MELVINDALE-N. ALLEN PARK SCHOOL DISTRICT

Bucher, Arlene Kettering

THE EFFECT OF SUPPLEMENTARY PHONICS TRAINING ON THE TRANSFER SKILLS TAUGHT BY A LINGUISTIC APPROACH TO READING INSTRUCTION

Dittloff, Beulah Ethel

EFFECTS OF SKILLS TRAINING AND GROUP GUIDANCE ON READING AND SELF-CONCEPT OF CHILDREN WITH LEARNING DEFICITS

Larkin, Ronald Francis

THE EXPECTATIONS OF BLACK FEMALE TEACHERS AND WHITE FEMALE TEACHERS TOWARD BLACK SECOND AND THIRD GRADE PUPILS, AND EFFECTS OF THESE EXPECTATIONS ON BLACK PUPILS' GAINS IN READING SCORES IN URBAN SCHOOLS

McCarthy, Lenore Biskup

THE EFFECT OF USING NONSENSE WORDS AS A MEANS OF AIDING THE POOR READER IN THE DISCOVERY OF SOUND-SYMBOL CORRESPONDENCE

Miller, Bonnie Lee Nicodemus

ASSISTED READING AS A REMEDIAL READING TECHNIQUE AT THE HIGH SCHOOL LEVEL: A PSYCHOLINGUISTIC EVALUATION

Ryan, John Edward

FAMILY PATTERNS OF READING PROBLEMS

Swaby, Barbara Elaine Ruth

THE EFFECTS OF ADVANCE ORGANIZERS AND VOCABULARY INTRODUCTION ON THE READING COMPREHENSION OF SIXTH GRADE STUDENTS

Thurston, Linda Pretzer

THE EXPERIMENTAL ANALYSIS OF A PARENT-TUTORING PROGRAM TO INCREASE READING ENJOYMENT, AND ORAL READING AND COMPREHENSION SKILLS OF URBAN ELEMENTARY SCHOOL CHILDREN

Warner, Michael Mackey

TEACHING LEARNING DISABLED JUNIOR HIGH STUDENTS TO USE VISUAL IMAGERY AS A STRATEGY FOR FACILITATING RECALL OF READING PASSAGES

EFFECT OF MICHIGAN FUNDED CHAPTER 3 PROGRAM UPON ATTAINMENT OF READING AND MATHEMATICS PERFORMANCE OBJECTIVES BY KINDERGARTEN CHILDREN IN A MICHIGAN SCHOOL DISTRICT

Order No. 7804636

AMTHOR, Geraldine Janet, Ph.D. The University of Michigan, 1977. 199pp. Chairman: Frederick W. Bertolaet

The primary purpose of this study was to determine the impact of the Chapter 3 Program on reading and mathematics attainment by kindergarten children in a single Michigan School District. The secondary purpose of the study was to determine if significant differences existed between the levels of each of the family variables of nationality, marital status, education, and income, regarding the gain in the number of reading and mathematics performance objectives attained by the children.

The study population consisted of eligible kindergarten children from a single Michigan School District who participated in the Chapter 3 Program. A random sample of 104 children was chosen from this study population.

Instrumentation consisted of sixteen reading and eleven mathematics performance objectives administered to the children on a pre-test and post-test basis. Both pre-tests and post-tests were identical in structure and content.

To determine significant gain by the Chapter 3 children in reading and mathematics, a dependent t-test was used. A z-test was employed to determine whether the children atttained 75% of the reading and mathematics performance objectives. To determine whether any overall significant difference existed between the levels of each of the independent family variables in the gain in the number of reading and mathematics performance objectives, a one-way analysis of variance was used.

An analysis of the data revealed the following findings: 1. The children showed a significant gain in their attainment of reading objectives. 2. The children showed a significant gain in their attainment of mathematics objectives. 3. The mean proportion of reading and mathematics performance objectives attained by the children was 75%. 4. There was no significant overall difference between nationality groups in mean gain in number of performance objectives attained. 5. No overall significant difference existed between marital status groups in mean gain in number of reading and mathematics objectives with the exception that mean gain in number of reading objectives was significantly higher for children whose parents were separated/divorced than for those whose parents never married. However, the small number of children in the latter group weakened the significance of the difference. 6. There was no significant overal. difference between education status groups (father) in mean gain in the number of performance objectives attained. 7. There was no significant overall difference between education status groups (mother) in mean gain in number of performance objectives attained. 8. No overall significant difference existed between income levels in mean gain in number of reading and mathematics objectives with the exception that mean gain in number of reading objectives was significantly higher for children from families with an income between $10,000 and $15,000 than for those from families with an income above $15,000. However, the small number of children in the latter group weakened the significance of the difference.

THE COMPARATIVE SUCCESS OF TITLE I FOURTH GRADE PUPILS AS MEASURED BY STUDENT GAINS IN READING IN THE MELVINDALE-N. ALLEN PARK SCHOOL DISTRICT

Order No. 7805150

BEHRENS, Ernest John, Ed.D. Wayne State University, 1977. 80pp. Major Professor: Helen Suchara

This study generated comparative data on fourth grade pupils enrolled in the Learning Improvement Centers in four Melvindale elementary schools in 1975-76 and of those fourth grade pupils who attended two Allen Park schools not included in the Title I program.

The Title I program for remedial reading and mathematics has been in operation in the Melvindale-N. Allen Park School District for the past seven years. Yet, little, if anything has been done to demonstrate that the Learning Improvement Centers are more effective in remediating reading and mathematic difficulties than those programs in effect in the regular classroom.

This study proposed to define and measure the effectiveness of the Learning Improvement Centers as they related to the remediation of reading difficulties of present fourth grade pupils who were enrolled in the centers during the 1975-76 school year as third grade pupils.

The stated null hypothesis of this study was: There will be no significant difference in student achievement shown between the two fourth grade groups. Significance was set at the .05 level.

Pupils who were in the third grade during 1975-76 and one year or more behind in reading as determined by "Total Reading" scores on the Stanford Achievement Test were selected as the target group to determine the effect of the Learning Improvement Centers.

Total Reading gains on the Stanford over the 1976-77 school year of the present fourth graders from the Melvindale elementary schools and two Allen Park elementary schools were collected. The pre-test for both the experimental (Title I) and the control groups were the Stanford Achievement Test, Primary II Battery, Form W administered in November, 1975. The post-test used was the Stanford Achievement Test, Intermediate Level I Battery, Form A. The latter test was administered to all fourth graders in May, 1977.

The writer used a computer analysis of covariance on the post-test results using IQ and the pre-test as the covariates. In analysis of covariance (ANOVA), a ratio of observed difference/error term is used to test the hypothesis. This ratio, called the F-Ratio, employs the variance of group means as a measure of observed differences among groups.

The varying personalities of the building principals and the climate of the school were not overlooked in the final interpretation of the data. The writer prepared a School Climate Questionnaire that was submitted to a jury of central office administrators. The results from this instrument were used to reinforce the writer's perception, reject the writer's perception, or help modify the writer's interpretation.

The results of the analysis of the data with respect to the difference in reading achievement due to the remedial reading instruction in the Learning Improvement Centers warranted the following conclusion: 1. The experimental group failed to score statistically significantly better than did the pupils in the control group.

Both the jury and the writer perceived the control group principal as having a higher rating on the work habits statements. The control group principal was perceived as hard-working and having close contact with the teachers. The principal could be perceived as closely monitoring the educational progress of all pupils.

The jury saw little difference between the two groups in rating the principals' relationship with staff members. This could in part be explained by the fact that most statements that applied to the principals' relationship with staff members dealt with daily administrative tasks. The jury could perceive all elementary principals as exercising similar functions in this capacity.

The writer gave a higher rating to the control group principal on the principals' relationship with staff members than did the jury. The difference in perception here could be attributed to the writer's knowledge of each principal's work habits and a familiarity of operations within each building. The writer has had many contacts with staff members from all buildings and may have a better insight into building climates than that of jury members.

THE EFFECT OF SUPPLEMENTARY PHONICS TRAINING ON THE TRANSFER SKILLS TAUGHT BY A LINGUISTIC APPROACH TO READING INSTRUCTION Order No. 7803726

BUCHER, Arlene Kettering, Ph.D. The Catholic University of America, 1977. 120pp.

The purpose of the study was to examine the performance of children who had a history of failure in reading on transferring beginning reading skills to decoding nine specific word patterns in two domains (i.e., CVC, CVC*e*). The investigation was designed to determine if congruent training in letter-sound correspondence (LSC) and linguistically patterned words (PL) will produce greater transfer to the decoding of unknown words than will linguistic training (L) alone or no special training (NT). The study was also designed to determine which of the two training procedures will produce more recall of the training words.

Forty male disabled readers, who also had behavior problems, were selected from a state institution and assigned to either Group PL or Group L in a manner which balanced the two groups for CA, IQ, race, socioeconomic status, family status, and two pretests. Following three years during which children in the two experimental groups were selected and trained, 19 children who were similar to the experimental groups were assigned to Group NT. Analysis of variance and Newman-Keuls tests confirmed that all groups were homogeneous on all selection variables except that Group NT was older.

All Ss were given the Decoding Test of Word Patterns (Botel) and the Reading Placement Test (Sullivan) as pre- and posttests. A three-stage transfer design was used following an orientation task of naming and associating upper- and lower-case letters. Group PL received 45 daily treatments of 20 minutes (15 hours) in Stages 1 & 2 while Group L received equal time in Stage 2 only. Group NT received regular classroom training for five months. Orientation and testing procedures were the same for all groups and experimental training and orientation were conducted by means of a computerized teaching machine.

The transfer design, based on related paired-associates (PA) studies, used the following three stages:

Stage 1. Tasks for Group PL consisted of PA training in those LSC matrices which became the stimulus compounds for Stage 2. Training in LSC followed a three-step procedure: (1) stimulus-response, an echo response to sounds; (2) chaining (Gagné, 1965), an association response of sounds to letter matrices (i.e., PA training); (3) verbal sequence learning (Gagné) or blending (Richardson), a verbal combining of sounds.

Stage 2. Ss were taught each set of linguistically patterned words in a progression which required three kinds of responses: (1) claiming letter names with letters in words; (2) discriminating words with similar spellings and with similar patterns; (3) constructing incompletely spelled words.

Stage 3. Transfer of training. The Botel test was used to examine all Ss for ability to learn to read 80 transfer words. Recall of training. An adaptation of the Sullivan test was used to measure recall of the training words.

Analysis of variance computed for transfer-word responses indicated significant differences between the three groups in each of the nine word-patterns ($p < .009$). Specific comparisons made with the Newman-Keuls Test revealed that transfer resulted from both experimental treatments. However, Group PL demonstrated greater transfer in three CVC patterns and in all of the more complex CVC*e* patterns than Group L ($p < .05$). Group L training compared with Group NT revealed positive transfer to CVC but not to CVC*e* words. The order from most to least gain in recall of the training words was PL, L, NT.

Results provided clear evidence that transfer of PAs to stimulus compounds is applicable to an associative-learning theory of learning to read a domain of words which is consistent for pattern. The implication of the present finding is that LSC training will facilitate transfer from linguistic reading programs--a practice which such programs actively discourage.

EFFECTS OF SKILLS TRAINING AND GROUP GUIDANCE ON READING AND SELF-CONCEPT OF CHILDREN WITH LEARNING DEFICITS Order No. 7805405

DITTLOFF, Beulah Ethel, Ed.D. East Texas State University, 1977. 131pp. Adviser: Harold D. Murphy

Purpose of the Study: This study was designed to investigate the effectiveness of two methods of intervention when the child had a learning deficit. The methods were group guidance and skills training. Subjects treated by these methods were compared to a control group who experienced only classroom instruction. Determination of the success of the treatment was made by comparing reading achievement and self-concept scores, immediately following treatment and similar scores obtained approximately ten months following treatment.

Procedure: First graders from two elementary schools were screened for possible deficits in the areas of visual motor and auditory blending skills, which were used as predictors of reading success. Groups were stratified according to the deficit. There were two main deficit groups--visual motor and auditory blending skills. Each main group was randomly divided into three subdivisions--a group that participated in group guidance, a group that received skills training, and a control group. Before the treatment began, all subjects were given a self-concept test. Following the treatment, all six groups were given the Gates-MacGinitie Reading Test and a post test measure of self-concept. After a ten-month delay, succeeding measures of both self-concept and reading were given. The means of each measure were compared to means of previous measures to determine if the treatment had any lasting effects.

Findings: 1. Children with visual motor deficits showed greater gains on reading vocabulary when they were treated by group guidance than by skills training or regular classroom instruction. 2. This same group of children showed significantly greater gains in reading comprehension when either skills training or group treatment was used than they did with regular classroom instruction. No significant differences were evidenced between the guidance and skills training groups. 3. When the visual motor groups were compared on post-post test measures of vocabulary and comprehension, approximately ten months following original treatment, it was found that no sig-

nificant differences existed that were not evident in the post test comparisons of either vocabulary or comprehension. 4. Children with visual motor deficits showed more positive self-concept scores immediately following treatment when treated by guidance than when treated by skills training or regular classroom instruction. However, when post-post test measures were compared, it was found that the skills training group also evidenced higher self-concept scores than the regular classroom group. 5. Among children with auditory blending deficits, the skills training group made significantly greater gains on reading vocabulary measures immediately following treatment than the regular classroom group. 6. Analysis of post-post test measures for children with auditory blending deficits indicated that the skills training group was significantly better than the guidance group on vocabulary and better than the control group on comprehension. 7. When self-concept as a learner scores of this group were compared, it was found that either skills training or guidance was superior to no treatment in building positive self-concepts. This same finding was true of both post test and post-post test measures of self-concept.

Conclusions: 1. Either kind of treatment is better than no attention at all, no matter what the deficit. 2. Since differences did not exist between groups at the onset, the differences after treatment can be attributed to either the treatment or the dynamics of the group. 3. Guidance and skills training, as treatment, do not differ from each other in their influence on reading scores. 4. Experimenter observation seemed to indicate that guidance groups that were cohesive, interested, and responsive were definitely more effective in their influence on reading and self-concept scores than groups that were not. 5. According to the data of this study, the counselor is justified in forming guidance groups based on skill deficits. 6. For maximum effectiveness of the group, the counselor is also justified in selecting children who work well together, and in excluding those who are behaviorally disordered. Some children need individual help.

THE EXPECTATIONS OF BLACK FEMALE TEACHERS AND WHITE FEMALE TEACHERS TOWARD BLACK SECOND AND THIRD GRADE PUPILS, AND EFFECTS OF THESE EXPECTATIONS ON BLACK PUPILS GAINS IN READING SCORES IN URBAN SCHOOLS Order No. 7810231

LARKIN, Ronald Francis, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1978. 116pp. Chairperson: Maurie Hillson

Introduction

The purpose of this study was to examine the relationship between teacher expectations of pupils and the affects of these expectations on pupils' gains in reading. More specifically, the purpose of this research was to explore teacher expectancy process as related to the expectations that black female teachers hold for black pupils and pupils reading scores with the expectations that white female teachers hold for black pupils' and reading scores. In addition, it will examine the relationships between accuracy of teacher expectations and actual pupils' gains in reading for black female teachers and white female teachers.

Hypotheses

The literature on teacher expectations provided the conceptual framework and rationale for the four hypotheses utilized in this study. The following hypotheses were tested: 1. There is no relationship between a teachers ideal expectation of pupils and the actual pupil gains in reading as measured by the Metropolitan Achievement Tests, Form F. 2. There is no relationship between the accuracy of teachers' expectations for pupils and the pupils actual gains in reading as measured by the Metropolitan Achievement Tests, Form F. 3. Black female teachers have the same expectation for black pupils in reading as do white female teachers as measured by the Metropolitan Achievement Tests, Form F. 4. Race of teacher, grade, grade level, school and sex of pupil and the interaction of the variables grade level, school, sex, and pupils have no effect on pupil reading gains score as measured by the Metropolitan Achievement Tests, Form F.

Methodology

Sample – The sample in this study consisted of five schools in one ward of an eastern urban city. The schools chosen have the same racial population (black pupils). The schools are comparable in structure, social economic status, and educational programs. Pupils came from a low economic status, with family incomes falling below the criterion level set by the federal government for poverty. All teachers in grades 2 and 3 in the five schools selected were included. The teacher population consisted of 44 female teachers, 19 of whom are black and 25 of whom are white. The total number of pupils was 911.

The teachers were asked to predict their pupils' gains in reading as measured by the Metropolitan Achievement Tests, Form F. A form to record predictions was provided to each classroom teacher. The teacher was asked to write the score received by the pupil in reading on the MAT's the previous year. On the same form, the teacher filled in her expectations of the pupils' reading score scheduled for the end of the academic year. The researcher than obtained the actual end of year results of the pupils in the study.

Results

The results of the four hypotheses offered limited support for the theory of the "self-fulfilling" prophecy. A significant positive correlation between teacher expectation and pupil gains was found at the .01 percent level of significance. However, the fact that a negative correlation of the three measures indicates a lack of accuracy of teachers' expectations and pupil gains. This seems to qualify the results as inconclusive or at least raises the question of minimum effects on the teacher expectation theory.

The results further indicated no positive relationship between accuracy of teachers' expectations and pupils' gains in reading. The research also failed to indicate a significant difference between the expectations of black female teachers and white female teachers for the gains of black pupils in reading. The research did not indicate any relationship between teacher race, grade, school or sex of pupil with regard to pupil gains scores in reading. The data indicate that both the pupil gains score and expected gains score were similar in all respect for black teachers and white teachers.

Conclusions

The results of this study indicate a correlation between teacher expectancy and pupil gains in reading. Furthermore, the expectation and pupil gains were significant for both black female teachers and for white female teachers. The results of the data indicate that there is a significant difference between black female teachers and white female teachers with regard to expectancy, accuracy and actual pupil gains in reading.

The evidence produced by the data indicate that race has little or no effect upon teacher expectations.

THE EFFECT OF USING NONSENSE WORDS AS A MEANS OF AIDING THE POOR READER IN THE DISCOVERY OF SOUND-SYMBOL CORRESPONDENCE Order No. 7805303

McCARTHY, Lenore Bishop, Ph.D. Northwestern University, 1977. 118pp.

The purpose of this study was to investigate a method of using nonsense words to aid poor readers in developing understanding of sound-symbol relationships. The phonics generalizations taught during the treatment sessions were reinforced through the use of games and other activities. Exposure to nonsense words did alter the response of poor readers in that the child became less hesitant in attacking a nonsense word. The subjects in this study were able to learn and apply the phonics generalizations taught in the isolated situation, but there was no transfer of this learning to other nonsense or real words.

At the beginning and end of each session, search tasks involving nonsense words were given to each child. The purpose was to examine the system that each child used to classify words together. Analysis of classification tasks indicated that poor readers passed through three different stages: Stage I, in which a limited word attack strategy with rigid application of phonic generalizations was used; Stage II, in which there was more awareness of multiple sound-symbol correspondences as well as a need for more flexible application of these rules. The concept of a flexible strategy was over-generalized and the unknown word was not successfully decoded. Stage III, in which more complex and more flexible strategies were appropriately applied and resulted in the successful decoding of words.

ASSISTED READING AS A REMEDIAL READING TECHNIQUE AT THE HIGH SCHOOL LEVEL: A PSYCHOLINGUISTIC EVALUATION Order No. 7801218

MILLER, Bonnie Lee Nicodemus, Ed.D. Virginia Polytechnic Institute and State University, 1977. 167pp.

The major purpose of this study was to determine if seven high school students with a history of reading problems would demonstrate more effective use of the graphophonic, syntactic, and semantic cue systems after involvement in reading by means of a whole language approach.

The underlying assumption of this study was that students who experience problems in learning to read can be helped if reading is presented in the context of whole language. This assumption is supported by the theoretical bases of psycholinguistic insights into the reading process.

Assisted reading with specially adapted taping procedures and questioning strategies provided the means of involving the students in whole language.

The Reading Miscue Inventory (RMI) was used to evaluate each student's use of the language cue systems during oral readings prior to and following assisted reading sessions. Pre- and post-RMI Reader Profiles consisting of the percentage scores for Comprehension Patterns, Grammatical Relationships Patterns, and Sound/Graphic Relationships were constructed and compared. Pre- and post-Retelling Scores also were compared.

The pre-RMI group scores indicate that before involvement in whole language the subjects' reliance on graphophonic cues was stronger than on meaning-producing cues, i.e., syntactic and semantic. The post-RMI profile shows continued reliance on graphophonic cues and increased reliance on syntactic and semantic cues. Increased reliance on the meaning-producing cues signifies that the students were attempting to read for meaning and were making more effective use of the language cue systems after involvement in whole language.

The results support the use of whole language in the teaching of reading. Therefore, instructional techniques such as assisted reading which use whole language should be incorporated into the reading program.

Exploratory purposes of the study were to determine if the students' attitude toward reading would improve and whether their percentile scores on the comprehension section of a standardized reading achievement test would improve after involvement in whole language.

Prior to the assisted reading sessions, not one of the students indicated that he liked to read. Afterwards all the subjects said that they enjoyed reading more than they had when the sessions began. They all made positive comments about their success and said they would recommend the treatment to a friend with a reading problem.

No valid conclusions could be drawn from the results of the standardized reading achievement tests.

Implications for further research resulted from the study.

FAMILY PATTERNS OF READING PROBLEMS Order No. 7806389

RYAN, John Edward, Ph.D. Claremont Graduate School, 1978. 92pp.

The purpose of this study was to look for consistent groupings and family patterns of reading to explain the familial incidence of reading difficulties. A review of the literature indicated that the vast majority of the early research involving reading problems and the family tried to prove a genetic origin.

The subjects for the study were 109 incoming freshmen students. There were fifty-five students in a regular instruction group and fifty-four students in the intensive instruction group. Each student was administered the Nelson-Denny Reading Test. Then each student completed a reading questionnaire with his family over the Thanksgiving weekend. Thirty of these families then participated in follow-up in-home interviews.

The central conclusion of this study is that an "encouraging home environment" is an important factor in the natural process of reading and language development. More reading in the home and more encouragement of reading by parents have combined to produce better reading scores by students in the study.

A second major conclusion is that the mothers are a major point of difference between the two groups. The intensive-group mothers read less to their children when they were young, they read less themselves, they began to read for pleasure later in life, they worked less at the time of the study, and they tended to be more traditional in their sex role orientation and less achieving than the regular-group mothers. And yet, these are the persons who are most likely to be influencing the reading habits of the children the most.

A third conclusion is that the number of books and the variety of the books in a home is an important factor. The amount of reading done to children when they were young was concluded also to be very important. Despite the fact that all the children reported liking to be read to, the better readers in this study were the students who had been read to more.

Even after controlling for occupational status the interview items about the answering of children's questions proved to be a point of difference. It was concluded that the answering of children's questions is an important step in the development of reading and language development. It seems to contribute to the encouraging home environment.

As a result of the in-home interviews it was concluded that the parents of the students have and are very interested in sharing important information about their child's reading. The parents appreciated being asked about their child's reading and appeared to become more conscious of all reading behavior in the home as a result of the questionnaire and interview about reading.

Finally, consistent family trends or patterns of reading were observed. More and better reading was reported for the parents and the immediate relatives of the students who read better. It was concluded that family patterns of reading do exist and are observable.

THE EFFECTS OF ADVANCE ORGANIZERS AND VOCABULARY INTRODUCTION ON THE READING COMPREHENSION OF SIXTH GRADE STUDENTS Order No. 7809734

SWABY, Barbara Elaine Ruth, Ph.D. University of Minnesota, 1977. 155pp.

Purpose

The primary purpose of this study was to determine the relative effects of introductory organizing concepts (advance organizers) and vocabulary introduction on the reading comprehension of sixth grade students. A second purpose of the investigation was to assess any differential effects each treatment may have had on comprehension of students of high and low reading ability.

Procedures

Fifty-four good readers and fifty-four poor readers were selected on the basis of scores on the Gates MacGinitie Reading Test. Good and poor readers were randomly assigned to one of three groups, two experimental (advance organizer and vocabulary) and one control. Subjects were asked to read four passages of approximately 900 words. Two passages were narrative in content and two were expository. Prior to reading each passage, the advance organizer group was asked to read a prepassage of approximately 250 words, and the vocabulary group was presented with ten vocabulary items from the passage to be read. The control group received no preinstruction. After reading each passage, all students were asked to answer twenty comprehension questions, ten literal and ten inferential. The data were analyzed using a two between, two within analysis of variance.

Results

Statistically significant results were obtained for the following main effects: preinstruction, reading ability, story content and question type. In general the vocabulary treatment resulted in the highest scores, high readers consistently out performed poor readers, students scored higher on narrative content than on expository content and also scored higher on literal questions than on inferential questions.

There were no statistically significant effects for good readers. No treatment proved significantly effective with this group. They tended to perform consistently at all levels of interest.

Poor readers, on the other hand, performed higher following the vocabulary treatment than the other treatments. They scored higher on narrative content than on expository and on literal questions than on inferential. Poor readers in the vocabulary treatment scored significantly higher on both types of questions directed to narrative content than did subjects in the other two groups. They also scored higher on literal questions directed to expository content than did those students in the other treatments.

Conclusions

The results of this study suggest that some form of preinstruction is more helpful than no preinstruction for poor readers. The control condition consistently produced the lowest scores within this group. A comprehensive vocabulary introduction as used in this study seems to be most effective for increasing comprehension of poor readers.

THE EXPERIMENTAL ANALYSIS OF A PARENT-TUTORING PROGRAM TO INCREASE READING ENJOYMENT, AND ORAL READING AND COMPREHENSION SKILLS OF URBAN ELEMENTARY SCHOOL CHILDREN Order No. 7809397

THURSTON, Linda Preiser, Ph.D. University of Kansas, 1977. 84pp.

Parents of eight Black, urban elementary school children were trained to carry out reading tutoring procedures during daily oral reading sessions in the home. A multiple baseline design was utilized to evaluate the effects of training on parents' tutoring behaviors: use of the correction procedure and praise and punishing statements. During baseline, parents had their children read 10 min a day. Parents were trained in three groups and training was effective in changing parent behaviors. Mean percent of child reading errors corrected using the trained correction procedure increased from 65% to 86% for Group I, 31% to 32.3% for Group II and 9% to 75% for Group III. Mean praise statements per session increased from .8 to 13.5 for the parents in Group I, 0 to 7.7 for Group II, and 0 to 8.7 for Group III. Punishing statements, were almost completely eliminated after training.

Children's reading achievement was evaluated using the Slosson Oral Reading Test (SORT) and the Peabody Individual Achievement Test (PIAT). Children's test scores were compared before and after parents were trained. In addition, experimental children's scores were compared with control children matched by grade and pretest scores. Children whose parents read consistently with them and followed the suggested procedures increased from 6 mo to 19 mo in comprehension (PIAT) during the 6 mo period. The mean group increase was 13 mo. The control children increased from 10 mo to 18 mo with a group mean of 14 mo. In reading recognition (SORT), the experimental children gained from 16 to 24 mo with a group mean of 19 mo and scores of the control ranged from a 7 mo loss to a 5 mo gain with a mean of -.09 mo.

In addition, parents were much more consistent in reading daily with their children after they were trained, and parents, children and the children's teachers reported satisfaction with improvements made during the reading program.

TEACHING LEARNING DISABLED JUNIOR HIGH STUDENTS TO USE VISUAL IMAGERY AS A STRATEGY FOR FACILITATING RECALL OF READING PASSAGES

Order No. 7809415

WARNER, Michael Mackey, Ph.D. University of Kansas, 1977. 140pp.

Recently, considerable research has been done which suggests that among non-handicapped persons imagery training and instructions can improve the recall of words, sentences, and longer prose passages which have been read. The present study was undertaken to find out whether the recall of prose passages could be improved in a group of learning disabled, junior high students by training those students to use visual imagery when they read.

Thirty learning disabled, junior high students participated in the study. The participation of these students was based on teacher selection from among students being served in LD resource rooms. A Bayesian screening procedure was used. Also, students were selected for participation on the basis of performance on three tests from the Woodcock Reading Mastery Tests. The students were divided into high, middle, and low paired-associates groups on the basis of their performance on a paired-associates pictures task. Half the students in each of these groups were randomly selected and placed in an imagery training group. The other half in each group were placed in a paraphrase-recall practice group. All students were pretested and posttested on three measures: (a) a paraphrase-recall task based on the reading of a high-imagery passage, (b) a paraphrase-recall task based on the reading of a low-imagery passage, (c) the Passage Comprehension Test from the Woodcock, Form A. During the paraphrase-recall tests students were asked to read passages and then to recall, without regard to exact wording, as much of the content of the passages as they could. The measure of recall was based on the number of test propositions recalled relative to the number possible.

Students in the imagery training group received 30 minutes of instruction in the use of visual imagery as a strategy for recalling what they had read. Students in the paraphrase-recall practice group received 30 minutes of practice in reading passages and telling the experimenter, in their own words, the content of those passages.

In the design used to analyze paraphrase-recall performance, the high- and low-imagery posttests were treated as repeated measures. IQ scores and paraphrase-recall pretests served as covariates. In the design used to analyze Woodcock performance, the dependent variable was the Passage Comprehension Test from the Woodcock, Form B, given as a posttest. The covariates were IQ and the Passage Comprehension Test from the Woodcock, Form A, given as a pretest.

All hypotheses were tested at the .05 level using F tests within the context of analyses of variance and analyses of covariance. Only one of the null hypotheses was rejected; students as a whole group remembered significantly more content from the high-imagery as opposed to the low-imagery passages. Performance of the imagery trained group was not significantly better than that of the practice group, nor were there any significant interactions between the training practice dimension and other dimensions. However, the high paired-associates training group had the highest adjusted posttest means for both the high- and low-imagery paraphrase-recall tests and for the Passage Comprehension Test.

This latter trend could of course merely be due to chance variability among the groups. Nevertheless, several implications can be drawn. Within the LD population, the facilitative effects of imagery should be studied further. For students with a chronic history of learning problems, more sustained training may be necessary. The trends in the data further suggest that imagery facilitation may be related to paired-associates performance and that this latter dimension should be included in

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042